

Academic Standards

Beginning in 2004, the term for the state-approved expectations for student learning and academic performance in South Carolina was changed from *curriculum standards* to *academic standards*.

In accordance with the South Carolina Education Accountability Act of 1998 (S.C. Code Ann. § 59-18-110), the State Department of Education will provide a performance-based accountability system for students in public education.

Academic standards are statements of the most important, consensually determined expectations for student learning in a particular discipline. Each of the standards statements is supported by specific instructional objectives called “indicators.”

Indicators are the specific statements of the content knowledge and skills that students need in order to meet a particular grade-level or high school core area standard. They are based on the cognitive process and knowledge dimensions of the revised Bloom’s taxonomy, a widely accepted system for aligning standards, instruction, and assessment.¹

The following are the content areas in which standards have been approved by the State Board of Education, along with the year of the most recent adoption.

English Language Arts (2007)

Health and Safety (2000)

Mathematics (2007)

Modern and Classical Languages (2006)

Physical Education (2000)

Science (2006)

Social Studies (2005)

Visual and Performing Arts (2003)

¹ Lorin W. Anderson and David R. Krathwohl (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom’s Taxonomy of Educational Objectives*. New York: Allyn and Bacon.



South Carolina
Department of Education

Together, we can.

Describing the standards

- The standards define what all students should know and be able to do.
- The standards are aligned with national and world-class standards.
- The standards serve as the basis for decision making and educational policy development.
- The standards provide the foundation for the development of curricula at the district level.
- The standards serve as the basis for the development of objective and reliable statewide assessments.
- The content knowledge and skills described in the standards reflect the recognized essential concepts and basic knowledge of the particular discipline.
- The standards are clear, jargon free, appropriate for the particular grade level, complete, and comprehensible to all audiences: educators, policy makers, parents, students, and the general public.
- The standards are rigorous—that is, both demanding and precise, requiring students to master challenging intellectual content and processes.
- The number and scope of the standards for each grade level ensure that they are manageable for teaching and student mastery within an academic year.
- The standards are written at a level of specificity that will best inform instruction.
- The standards reflect an appropriate balance of content knowledge and skills.
- The standards are aligned across the grade levels for content knowledge and skill development.

